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GROWTH OF EDUCATION

IN THE

MADRAS PRESIDENCY

SINCE 1920

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OOTACAMUND
PRINTED AT THE GOVERNMENT BRANCH PRESS
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GROWTH OF EDUCATION IN THE MADRAS PRESIDENCY SINCE 1920.

1.—EDUCATION IN GENERAL.

(1) *Legislative Council and education.*

Keen interest was evinced by the members of the Legislative Council in matters educational as evidenced by the number of interpellations and resolutions on the subject. The following are the important resolutions that were moved and the discussions that took place in the Council between 1921 and 1927:—

(1) At the meeting of the Legislative Council held in February 1921, a resolution was moved by Mr. T. Sivasankaram Pillai, "That this Council recommends to Government that steps may be taken for the enhancement of subsidies to the local bodies towards expansion of elementary education so as to enable the said bodies to raise the salaries of the trained elementary school teachers of the higher and the lower grades to Rs. 35 and Rs. 30, respectively, with effect from 1st April 1921, refusing, if necessary, the allotment under furniture and school buildings to elementary schools". After a discussion in which the Director of Public Instruction and the Hon'ble Mr. Subbarayulu Reddiyar explained that the cost involved in the proposal amounted to nearly Rs. $1\frac{3}{4}$ crores and that the proper thing was to wait for the budget discussion and for the report of the Salaries Committee, the motion was, by leave, withdrawn.

(2) At the same meeting Khan Bahadur Muhammad Oosman Sahib Bahadur moved, "That this Council recommends to the Government to take early steps for enabling Muhammadan pupils and students to study in all private aided schools and in all colleges on half-fees as is the case in all Government schools, the Government undertaking to make good the loss which the management in the case of private aided schools and colleges would sustain on account of this concession". After the resolution had been amended so that "backward classes" was substituted for "Muhammadan students and pupils" and "educational institutions other than elementary schools" substituted for "schools", the resolution was accepted by Government and put to the vote and carried.

(3) A resolution to the effect that candidates for the S.S.L.C. examination belonging to the Adi-Dravida and other depressed classes be exempted from the payment of examination fees was moved in 1922 but withdrawn on the assurance of the Government that the matter would be looked into. The question has been considered by Government and effect given to the resolution.

(4) In the same year a resolution was brought forward that for the next five years not less than 50 per cent of the scholarships awarded by Government in educational and industrial institutions under their control be reserved for and given to the members of the Hindu Adi-Dravida and other depressed communities. After the Minister for Education had explained that the policy of Government in the award of these scholarships was to give preference to the depressed classes, the motion was, by leave, withdrawn.

(5) Another resolution proposed that 50 per cent of seats allotted at the different Government and aided colleges be reserved for non-Brahman Hindus, Muhammadans and Christians. After discussion, the resolution was withdrawn, the Government having undertaken to appoint selection committees for each of the Government colleges. In accordance with this undertaking, selection committees have been appointed for each of the Government colleges.

(6) At the meeting held on the 26th February 1923, Rao Bahadur M. C. Raja moved, " That in view of the poverty of the Adi-Dravidas and other depressed classes, aggravated by the increase of prices and the increased cost of living, this Council recommends to Government that the value of the scholarship given by them at present to pupils in primary and secondary schools and students in colleges belonging to the above classes be doubled ". Mr. A. Ranganatha Mudaliyar moved an amendment " for the word ' depressed ' substitute the word ' backward ' and for the word ' doubled ' in the last line substitute the words ' suitably increased ' ". The amendment was accepted and the amended motion put and declared lost. A poll was demanded and resulted in sixteen votes being given both for and against the motion. The Hon'ble the President gave his casting vote against the motion and the motion was declared lost.

(7) In connexion with a demand for a supplementary grant of Rs. 1·6 lakhs for expansion of elementary education moved in October 1924, there was a full debate on the general question of the expansion of elementary education.

(8) In a similar debate in connexion with a supplementary grant for the University in December 1924 there arose a debate

on the working of the University of Madras under the new Act.

(9) In the general budget debate held in March 1925, industrial education, expansion of elementary education, pay of teachers and the particular problems relating to Muhammadan education and that of the depressed classes were some of the important topics dwelt on by the speakers.

(10) In the course of a budget motion in March 1926, Mr. Ghouse Mian Sahib Bahadur proposed the establishment of a Tamil University and requested the Government to appoint a committee to examine the subject. The Minister promised to consider the proposal and subsequently a committee was appointed for the purpose.

2. Two important Bills were introduced by Government and passed during the period under review :—

(1) a Bill to amend the Madras University Act, and

(2) a Bill to establish a separate Andhra University for the Telugu areas in the Madras Presidency.

A private Bill to amend the Madras Elementary Education Act was brought forward by Mr. T. M. Narasimhacharlu in November 1922. The Minister opposed its introduction for the reason that the Government themselves were contemplating the introduction of an amending Bill and the motion for leave to introduce the private Bill was lost.

3. Most of the questions asked at the Council called for detailed statistical information. Those relating to the following subjects deserve special mention :—

(1) list of schools and colleges in which religious instruction was imparted to students,

(2) list of local bodies which had introduced or had proposed to introduce free and compulsory elementary education and levy the education cess,

(3) proposals for the amendment of the Madras Elementary Education Act,

(4) adoption of conscience clause in the Grant-in-Aid Code,

(5) free admission of depressed classes into schools managed by local boards,

(6) reorganization of the Law College,

(7) higher education of Muhammadans, provision for Urdu and special arrangements for Mappilla education,

(8) provincialization and standardization of salaries,

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(9) medium of instruction in high school classes,

(10) revision of Madras Educational Rules and the Grant-in-Aid Code,

(11) fee concessions to pupils in schools and colleges for girls,

(12) special schools for Muhammadans, and

(13) education of Adi-Dravida pupils.

(2) *Conferences and committees.*

In accordance with the resolutions moved at certain meetings of the Legislative Council held in 1921, two committees were appointed—one to consider in the light of the recommendations of the University of Madras the applicability of the report of the Calcutta University Committee to South India, and the other to consider the reorganization of the School of Arts, Madras. A third committee considered the proposal for the establishment of a separate Andhra University and another drew up new designs for elementary schools and for educational institutions. In April 1922, the Government appointed a committee of officials and non-officials to submit a comprehensive scheme of organized system of industrial and technical education. In 1925, a committee was appointed to enquire into the working of the Law College. Conferences were convened in 1923 of some representatives of the agencies engaged in education in the Presidency to discuss matters affecting the expansion and the improvement of elementary education. Another conference was summoned in 1926 to consider the general question of the reorganization of secondary education. During the period under review, orders were passed on the committee appointed in 1920 to draw up a scheme of music for Indian schools.

(3) *Reorganization of the inspecting agency.*

The policy of giving each district an officer of the status of the Inspector of Schools who would have time and authority to control education both in the elementary and secondary schools and also to supervise the work of the training schools which was first inaugurated in 1919 was given full effect to in 1922. Under this reorganization, the Circle Inspectors and Assistant Inspectors of districts were replaced by District Educational Officers and Sub-Assistant Inspectors of Schools and Supervisors by Deputy Inspectors. Further strengthening of the subordinate inspecting agency having been found necessary in order to cope with the expansion of education in recent years, a new grade of junior Deputy Inspectors was sanctioned in 1926 and the number of officers under this grade is to be added to.

(4) *Elementary education.*

The Madras Elementary Education Act which was passed in 1920 with a view to facilitate the spread of universal elementary education has been in operation since 1921. In 1924, a special survey was undertaken in all taluks of the Presidency with a view to the preparation of a statistical record of population centres, school-less centres, the number of children of school-going age and the number actually in schools, and as a result thereof, the Government have, since 1924–25, been sanctioning large subventions towards the opening of schools in all school-less centres with a population of 500 and above. As a result of the experience gained in the working of the Act, it was found that the Act was defective in certain respects and did not serve to carry out the main purpose of the Act effectively. Further, full advantage has not been taken of the provisions of the Act in regard to the levy of the education cess and the introduction of compulsion. The question of amending the Act to remedy the above defects is separately under consideration.

(5) *Introduction of instruction in vernaculars in secondary schools.*

Under the Secondary School-leaving Certificate scheme, it is left to the option of a pupil to answer questions in non-language subjects either in English or in the vernacular. Although this option was in existence for some years, no student took advantage of it. In 1925 the Government decided to accept the following resolution passed by the Education Reorganization Committee presided over by Sir R. Venkataratnam Nayudu :—

"That while instruction and examination through the medium of the vernacular in Forms IV to VI should be the ultimate ideal, liberty be given to managers of schools to choose either English or the vernacular as the medium of instruction and examination subject to the recommendation that approximately one-half of the time devoted to instruction should be given to teaching through English and the other half through the vernacular and that the examination papers of the secondary school public examination in other than language subjects be set in English and certain specified vernacular languages."

In accordance with this decision, the Director of Public Instruction has issued a circular informing managers of schools that they are at liberty to choose either English or a vernacular as the medium of instruction in Forms IV, V and VI of a secondary school. The circular recommends that approximately half the time devoted to instruction including the period devoted

to the teaching of English should be given to teaching through English and the other half through the vernacular.]

The Secondary Education Conference convened in 1925 under the chairmanship of the Director of Public Instruction has also made a recommendation similar to that of Sir Venkataratnam Nayudu's Committee referred to above. Two members of this conference have in their minutes of dissent urged the necessity for introducing compulsion in this matter. They have suggested that the mother tongue should be the medium of instruction in at least some of the non-language subjects and that this should be introduced after a specified period, say, two or three years, so that schools may have time to adjust themselves to the new arrangement. This question is still under consideration.

(6) *Special schools.*

Since the passing of the Madras Elementary Education Act, 1920, there has been a large demand for trained teachers for schools, particularly elementary schools. Endeavours have been made not merely to increase the output of trained teachers but also to improve the quality of the teachers by insisting on higher qualifications from the candidates admitted for training and by concentrating on the supply of higher elementary trained teachers as distinct from lower elementary teachers.

The opening at Chidambaram in 1924 of a training institution for Sanskrit and Tamil pandits marked a definite advance in the progress made towards the creation of a supply of language teachers trained in modern methods of teaching. The institution is under private management, but receives grant from provincial funds.

Another noteworthy advance under this head is the opening of a Government school of commerce at Vizagapatam in July 1925.

(7) *District Secondary Education Boards.*

Shortly after the introduction of Reforms, the Government in the Ministry of Education felt the necessity for bringing into existence an organization which would exercise in respect of secondary education the general function of co-ordination and advice which were exercised in a greater or less degree in the case of collegiate education by the University and of elementary education by the District Educational Councils. In January 1923, the Government issued instructions for the establishment of District Secondary Education Boards for every district in the Presidency excluding the Nilgiris and the Agency tracts. Each board consisted of eight to twelve members. The

President of the District Board was a member of the District Secondary Education Board ex-officio. The latter consisted, in addition of representatives elected by local bodies maintaining secondary schools, representatives elected by the managements and staffs of schools under private managements and of nominated members. The functions of the board were advisory and it was directed that their opinions should be sought on questions concerning secondary education including grant-in-aid, recognition of schools, manual training, medical inspection, etc. The boards came into existence about the end of 1923. Though in the ordinary course they should have been reconstituted after the expiry of three years, that is, about the end of 1926, the Government have extended the term of office of the old members up to the 1st November 1928 in view of the fact that certain proposals for altering the constitution and functions were under consideration. These alterations were considered necessary mainly for the reason that the boards as originally constituted have not proved as useful in forwarding the development of secondary education as was anticipated. Orders in regard to the reconstitution of the boards have been issued in February last. The main changes effected in the constitution are—

(1) that the President is no longer an ex-efficio member,

(2) that separate electorates are not retained for Christian mission and non-mission secondary schools,

(3) that the headmasters of secondary schools are formed into a separate electorate,

(4) that the staff of schools under local bodies is also allowed representation on the boards in common with the staffs of schools under private management,

(5) that the members to be nominated by Government are confined to women, Muhammadans and representatives of the depressed classes.

Though the boards are to continue to be advisory, minor alterations have been made in the list of matters on which their advice should be sought.

(8) *Manual training and practical instruction.*

Though the importance of providing manual training in schools had been recognized long before the Reforms and a manual training class for the training of teachers had been in existence in the Teachers' College, Saidapet, not much progress was made in this direction before the year 1922–23. A great advance in the provision of manual training has been made

in the quinquennium 1922–23 to 1927–28. The aim of this training is to develop accurate observation and the power of concentration in pupils and to create an interest in manual work in arts and crafts among the rising generation during their most receptive period. Subjects taught include wood-work, weaving, book-binding, metal work, engraving, gardening, etc. Manual training classes have been opened in secondary as well as higher elementary schools. Provision is also made for giving manual training in almost all training schools so that the teachers undergoing training may, in their turn, impart instruction in the subject to the pupils in the schools in which they may be employed after training. In 1927, there were 194 manual training classes in schools with an attendance of over 22,000, nearly one-third of the total being teachers under training.

The Secondary Education Conference convened in 1924 has recommended that manual training of some form or other should be a compulsory subject in all middle and high schools and that in addition there should be provision for definite vocational training in certain trades and industries as an optional subject in high schools. The recommendation of the Conference is under consideration.

(9) *European education.*

Since the year 1920–21, several changes have taken place in matters relating to the education of Europeans and Anglo-Indians. The curricula and syllabuses for all classes have undergone revision with a view to improving the high school standard in relation to University studies and the widening of the courses with regard to commercial subjects. In January 1925, a conference was held to consider questions connected with the education of European and Anglo-Indian children in the Presidency. The resolutions of the conference have been considered by the Government and action taken thereon wherever necessary.

In 1926, a new Code of Regulations for European schools was issued with the object of bringing the Code as far as possible into line with the Madras Educational Rules and Grant-in-Aid Code. Though there has been no material change in the proportion of grants awarded for the maintenance of schools and for building and equipment for them the rate of boarding grants for European and Anglo-Indian orphanages has been raised in the period under review, the actual increase being from Rs. 8 to Rs. 12 in the case of orphans and destitute children in the mufassal and from Rs. 10 to Rs. 15 in the Madras City.

The other noteworthy features under this head are the placing of the Lawrence Memorial School (now called the Lawrence Memorial Royal Military School, Lovedale) under a Board of Trustees, the opening of a training school for women-teachers of the domiciled community at Lovedale, the institution of a European School-leaving Certificate scheme and the increase of the permissible proportion of Indian pupils in European schools from 15 to $33\frac{1}{3}$ per cent.

(10) *Education of Muhammadans.*

There has been marked advance under Muhammadan education. There has been a very satisfactory increase in the number of Muhammadans reading in arts and professional colleges, and the provision for the higher education of Muhammadans has been improved by the opening of Intermediate Science classes in the Government Muhammadan College, Madras, and by the building of new laboratories and class rooms for the Madrasa-i-Azam. Considerable progress has been made with the spread of education among the Mappillas and the appointment in 1925 of a Special Assistant to the District Educational Officer, Malabar, has facilitated the spread of Mappilla education.

(11) *Provident Fund.*

A scheme of provident fund for teachers had been under correspondence between the Government of India and the local Government since 1906. Eventually a scheme was approved by the Government and a draft of the rules relating to the fund was published for general information and criticism in September 1921. The criticisms and suggestions were received and considered and the final scheme was published in January 1923, and it took effect from 1st April 1923. The scheme is compulsory for all certificated teachers, pandits, munshis, instructors, librarians and clerks employed in educational institutions under private management recognized under the Madras Educational Rules or under the Elementary Education Act. Teachers whose pay is below Rs. 20 are given the option of joining the fund.

The subscription recovered from teachers, etc., is $6\frac{1}{4}$ per cent of their pay. The Government and the management are required to contribute to the fund. The management is required to contribute a sum equal to half the contribution of the subscriber. The Government contribution takes the form of a single lump

payment at the time the subscriber retires or for other accepted reasons withdraws his deposit and is equivalent to one-third of the amount standing at his credit.

2. Recoveries on account of provident fund are deposited in the post office savings bank. As the interest derivable from such investments is only 3 per cent, there was a loud cry from the teachers for allowing them a higher rate of interest. As it was difficult to find a reliable agency which would manage the fund and give a higher rate of interest, the Government of India were approached for permission to invest these funds in post office cash certificates at the option of the subscribers. The Government of India agreed in 1924 to the arrangement and the subscribers are now given facilities for investing their provident fund accumulations in post office cash certificates, the interest from which amounts to about $4\frac{5}{8}$ per cent.

(12) *Religious instruction.*

In 1921, the Government of India removed the embargo till then placed on the introduction of religious instruction in publicly managed schools. That Government stated that there would be no objection to the withdrawal of the objections which existed in publicly managed schools and colleges to the utilization of the school premises for religious teaching or simple prayers, the utilization of teachers of the institution for such instruction where they voluntarily undertook the work, to making religious teaching or observance compulsory for the boys whose parents or guardians expressed a wish that this should be done and to devoting time to religious teaching or observance outside the prescribed curriculum period at the beginning or the end of school day. After consulting local authorities and private associations, the local Government issued orders in 1922 permitting the imparting of religious instruction in schools under public management provided that public funds were not utilized for meeting the cost and that such instruction was given either at the beginning or at the end of the morning or afternoon session of the schools.

(13) *Changes in the Grant-in-Aid Code.*

In 1923 the Government, in response to a demand made in the local Legislative Council, decided to award grants to Indian orphanages on the lines of those awarded to European orphanages. Rules have been framed for regulating the award of these grants and these have been incorporated in the Grant-in-Aid Code. Though these rules follow generally the similar

rules in the Code of Regulations for European schools, no definite rate of grant has been prescribed for children in Indian orphanages, and the total amount provided in the budget estimate of each year is left to be divided *pro rata* among all the eligible children.

The rules governing the grants payable towards the medical inspection of pupils have also been incorporated in the Grant-in-Aid Code.

(14) *Boy scouts.*

There has been a large increase in the number of scout troops and in the number of scouts. Between 1921–22 and 1925–26 the number of officers, scouts, rovers and cubs increased from 4,202 to 7,893 and by the end of the quinquennium the figure was approximately 9,000. In spite of this increase, however, several District Educational Officers report that scouting is either on the decline in schools or has not progressed. The figures of the Provincial Boy Scouts Association include many troops not attached to schools and it is unfortunately true that in a number of districts a very small percentage of the schools have troops. In the Guntūr district, for example, in which there are 25 secondary schools only two schools have scout troops. Even in the schools in which there are troops, in many cases, the troops consist of a very small number of pupils. In Malabar, for example, where there are 51 secondary schools, there are only 25 troops with an average enrolment of only 16. Such small troops do little to spread the scout spirit and in some cases only succeed in drawing boys away from organized field games.

Since 1925 Government have raised their annual grant to the Association to Rs. 10,000, and in consequence of this the association has been able to appoint two full-time provincial organizing secretaries. These secretaries have been supplied with free passes by the railway companies and have toured widely throughout the Presidency. Special features of the period under review have been the starting of sea scout troops at Madras and Calicut, of criminal tribe troops in Madura, South Arcot and Tanjore, of a troop in the Senior Certified School at Chingleput and of a troop for leper boys in the Lady Willingdon Leper Settlement at Chingleput.

Between 1922 and 1926, 21 training camps for scoutmasters were held and 498 persons were trained.

In 1925, the Lady Wenlock Park building was leased by Government free of rent to be used by the Boy Scouts Association as its headquarters.

Girl guides.

The girl guide movement has developed rapidly during the quinquennium. In 1922, there were 47 girl guide companies, 18 bluebird flocks and 3 ranger companies. In 1927, there were 84 guide companies, 44 bluebird flocks and 9 ranger companies. The City of Madras alone now has 27 guide companies and the centres in the mufassal, where there are guide companies, have increased from 12 to 30. Figures showing the total increase in strength are, however, somewhat misleading since in 1924 the Bangalore district, which used to be under Madras, became a separate area directly under Indian headquarters. The work of training guides has, since 1926, been greatly facilitated by an annual grant from Government of Rs. 3,000.

(15) *Fee concessions.*

1. *Elementary schools.*—A schedule of fees leviable in elementary schools under public management. i.e., those under Government and local bodies, is given in rule 73 (i) of the Madras Educational Rules. The rule provides that fees at half the rates may be levied from Muhammadan boys and that pupils belonging to the depressed and backward classes may be admitted without payment of fees.

The levy of fees in schools under private management is left to the discretion of managers.

2. *Secondary schools, colleges, etc.*—The standard rates of fees are laid down in rule 89 of the Madras Educational Rules. While these have to be strictly adhered to in institutions under public management, managers of aided institutions have been given discretion to levy higher fees.

Rule 92 of the Madras Educational Rules provides that Muhammadans and Oriya pupils, girls and pupils of backward communities need pay only one-half of the fees ordinarily levied in institutions in case the parents or guardians of the pupils are so poor that the grant of this concession is necessary. In cases of doubt a certificate of poverty from one or other of the prescribed authorities has to be furnished before the fee concession is given.

Under rule 32 of the Grant-in-Aid Code, the entire fee income foregone by the admission of pupils at half the rates of fees is made good to managers when the teaching grant is assessed.

3. Between the years 1921 and 1924 the half-fee concession was not being granted to converts to Christianity from backward classes. In 1924, the question of extending the concession to converts was examined. The Advisory Committee on Education to whom the subject was referred passed the following resolutions:—

(1) Converts to Christianity from among depressed classes should continue to get the concession that would have been allowed to them but for their conversion;

(2) In the case of converts from "backward classes" the "poverty" test should be enforced.

The list of backward classes was split up into two groups, (i) depressed classes, and (ii) classes other than depressed, and a Government Order was issued to the effect that converts to Christianity from among the depressed classes shall not forfeit their eligibility to the half-fee concession, because of their conversion to Christianity. It was subsequently ruled that the concession was applicable to Indian pupils who belonged to any of the depressed classes. Representations were received that the concession should be extended to converts from classes other than those recognized as depressed. It was pointed out in the course of the discussions that conversion to Christianity did not, *in the case of depressed classes*, imply any improvement in economic conditions or mode of living, while in the case of other *castes classed as backward*, conversion usually meant a rise in their economic and social status. It was also pointed out that any extension of the concession to converts from backward classes in general was difficult as it would not be easy for inspecting officers to investigate whether a Christian pupil was of backward origin and as the list of backward classes was being added to from time to time. The Christian community, as a whole, is educationally well advanced and, barring converts from depressed classes, it will be very difficult to distinguish between one member of the community and another. Government have ordered that pupils in receipt of half-fee concessions or scholarships should not be deprived of them because of the conversion.

(16) *General statistics.*

The following statement compares the total number of public institutions for each grade of education and their strength at the end of each quinquennium since 1911–12.

—	1911–12.		1916–17.		1921–22.		1926–27.	
	Number.	Strength.	Number.	Strength.	Number.	Strength.	Number.	Strength.
For males.								
Arts colleges.	30	4,924	38	7,759	47	8,130	60	12,200
Professional colleges.	3	862	7	1,655	9	2,015	10	2,177
High schools and middle schools.	375	102,886	377	139,796	510	154,985	554	167,060
Primary schools.	24,044	940,689	28,881	1,232,182	33,635	1,372,661	46,389	1,986,645
Special schools.	135	6,405	222	10,937	291	15,520	349	21,797
Total ..	24,587	1,055,766	29,525	1,392,329	34,492	1,553,311	47,362	2,189,879
For females.								
Arts colleges.	2	15	3	151	4	335	5	416
Professional colleges.	..	..	..	..	1	11	2	41
High schools and middle schools.	65	7,450	72	10,096	93	14,949	99	17,612
Primary schools.	1,162	88,361	1,692	133,639	2,640	174,124	3,399	229,062
Special schools.	43	1,294	48	1,824	59	2,788	74	3,864
Total ..	1,272	97,120	1,815	144,710	2,797	192,207	3,579	250,995

Note.—There are girls reading in schools for boys and boys reading in schools for girls.

The percentages of scholars to the total population during the above periods are shown below :—

—	1911–12.	1916–17.	1921–22.	1926–27.
Percentage of male scholars to male population. (1911—20,382,985) (1921—20,870,749)	5·1	6·5	7·0	9·5
Percentage of female scholars to female population. (1911—21,022,449) (1921—21,448,236)	1·0	1·5	1·8	2·5

The percentages of institutions and scholars in municipal areas to the total number of institutions and scholars varied as indicated below :—

—	1911-12.	1916-17.	1921-22.	1926-27.
Percentage in number of institutions ..	...	8	9	8
Do. scholars ..	20	19	20	17

There was a gradual increase in the number of pupils studying English—156,110 in 1912, 224,967 in 1917, 257,460 in 1922, and 330,243 in 1927.

The following statement exhibits the growth in the total expenditure on education during the last fifteen years :—

—	1912.	1917.	1922.	1927.
	RS.	RS.	RS	RS.
Direction and inspection	8,17,232	9,38,805	14,77,411	16,75,962
Universities	1,97,571	3,93,728	4,68,354	8,52,967
Scholarships	1,31,928	3,07,300	4,08,456	4,90,551
Expenditure on buildings, furniture and other apparatus.	13,72,692	25,01,975	37,78,823	42,91,407
* Miscellaneous	15,92,210	21,67,592	33,53,570	39,55,030
Total ..	41,11,633	63,09,400	94,86,614	1,12,65,917
Males.				
Arts colleges	10,04,761	13,39,839	17,96,062	22,48,757
Professional colleges	1,88,963	6,01,662	7,97,291	10,49,531
High schools and middle schools.	27,11,424	41,67,630	65,35,823	77,09,786
Primary schools	37,74,284	58,87,538	87,37,951	1,42,83,224
Special schools	6,29,561	13,82,216	31,80,669	37,30,627
Total ..	83,08,993	1,33,78,885	2,10,47,796	2,90,21,925
Females.				
Arts colleges	5,887	65,036	1,15,579	1,99,316
Professional colleges	..	..	7,247	33,192
High schools and middle schools.	3,45,007	5,52,613	9,65,966	12,67,875
Primary schools	6,73,597	11,25,901	19,10,891	27,67,841
Special schools	1,19,685	2,56,061	4,64,199	7,16,366
Total ..	11,44,476	19,99,611	34,63,882	49,84,590
Grand total ..	1,35,65,102	2,16,87,896	3,39,98,292	4,52,72,432

* "Miscellaneous" includes the following main items :—(i) Boarding charges in hostels, (ii) Expenditure in private unrecognized schools and (iii) Charges relating to Oriental Manuscripts Library, Registration of Books, Text-book Committee, etc.

The following table gives the sources from which the expenditure on education was derived.

Year.	Provincial funds.	Local funds.	Municipal funds.	Fees.	Other sources.	Total.
	RS.	RS.	RS.	RS.	RS.	RS.
1912	43,87,192	12,27,660	3,14,105	38,25,941	38,10,264	1,35,65,102
1917	76,93,073	29,06,053	6,76,346	58,27,887	45,84,537	2,16,87,896
1922	1,58,26,427	28,50,238	7,17,978	73,15,353	72,88,296	3,39,98,292
1927	2,02,44,183	49,13,555	17,14,292	88,69,145	95,31,257	4,52,72,432

2.—ELEMENTARY EDUCATION.

The Madras Elementary Education Act, passed in 1920, was brought into force in 1921. This Act provides for the creation in each district of a District Educational Council which is an independent body and not a statutory committee of any of the existing local bodies. This body contains a few ex-officio members and a few members nominated by the Governor in Council, but the majority of its members are elected by the local authorities within the district.

Its principal functions are—

(*a*) to prepare schemes for the extension of elementary education with a view to its ultimately becoming universal;

(*b*) to elicit and direct the co-operation of all agencies, whether public or private, engaged in elementary education in the opening of additional schools and for the expansion of existing schools;

(*c*) to regulate the recognition of all elementary schools and to assess and disburse all grants-in-aid to private elementary schools from provincial funds placed at its disposal for the purpose; and

(*d*) to advise the Department of Education on all matters connected with elementary education including the provision of trained elementary school teachers.

Subject to the rules framed for their guidance, local bodies and private agencies continue to exercise full control over all elementary schools under their management.

Provision is made for the levy, with the previous sanction of the Governor in Council, of an education tax subject to prescribed maxima, the proceeds of the tax being placed entirely at the disposal of each local authority for use within the areas in which it is raised and subject to the jurisdiction of the local authority which raises the tax. A section of the Act provides

for at least an equivalent contribution being made to each local body from provincial funds in addition to the usual contributions now being made on behalf of elementary education.

Provision is made for the introduction of compulsion in suitable areas with the previous sanction of the local Government.

On the question of religious instruction in recognized elementary schools, the Act enables District Educational Councils to enter into agreements with managers of private institutions where religious instruction of a denominational type is enforced, by which special arrangements will be made for the exemption of pupils whose guardians object to their attendance at such instruction and to arrange with the local authority for the opening of new public elementary schools at which such pupils can attend, where compulsion renders this course necessary.

About the same time, the District Municipalities Act and the Local Boards Act were also revised. Under these revised Acts elementary education has been completely removed from the purview of district boards and entrusted to taluk boards and municipalities.

2. In 1923, the Government convened two conferences to discuss the expansion and improvement of elementary education. The important recommendations of these conferences were as follows :—

(i) With a view to the gradual expansion of elementary education in rural areas, each village with a population of 500 inhabitants and over shall be provided with a school ;

(ii) indigenous schools should be developed and made eligible for aid and the new schools to be started should ordinarily be aided schools and when it is not possible to start aided schools in some villages, local bodies shall take steps to start schools in such villages. In December of the same year, the Hon'ble Mr. Moir who had been on special duty in connexion with the scheme for the expansion of elementary education, recommended that in order to obtain full and accurate information regarding educational facilities, an educational survey of all the taluks in the Presidency should be undertaken. Consequently, a survey was, as an experimental measure, conducted in the Saidapet taluk in the first instance and it was later on extended to all the other taluks in the Presidency excluding the Agency. As a result of the reports of survey received, lists of school-less centres with a population of 500 and above were drawn up with particulars of the list of centres which would be served by the opening of new schools and the total population of such centres. The facilities for the education

of girls, depressed classes and Muhammadans were also examined with reference to the survey records. As a result of the conferences referred to above and the work done on the education survey, the Government have been subsidizing and aiding the opening of a large number of schools in places hitherto unprovided with schools. The following statement gives the number of new schools under various agencies opened during the last few years :—

	Board.	Aided.	Panchayat.
1924–25	839	...	...
1925–26	1,469	569	...
1926–27	566	642	800
1927–28	409	145	500

In 1926–27, a new agency for the opening of new schools, viz., the village panchayats, was utilized as the arrangement is comparatively economical, a panchayat school being less costly than a board school and also serves to associate the local organization with the important task of educating the children of the places.

3. The total number of public elementary schools for boys rose from 32,482 in 1920–21 to 46,389 in 1926–27 and their strength from 1,326,539 to 1,986,645.

Accurate figures as to the number of single-teacher schools in each district are not available. From the figures specially obtained for four districts, Mr. Statham estimated that out of a total of 46,883 elementary schools in the Presidency, there were over 20,000 single-teacher schools. Many of the schools opened newly since 1924–25 come under this category.

The following table shows the total strength of each standard in the years 1920–21, 1921–22, 1925–26 and 1926–27 :—

—	1920–21.	1921–22.	1925–26.	1926–27.
VIII standard	1,982	2,239	4,222	4,475
VII ,, ...	3,554	3,576	6,198	6,948
VI ,, ...	7,558	7,591	12,089	13,295
V ,, ...	41,372	42,938	57,829	61,950
IV ,, ...	133,161	133,821	179,159	193,188
III ,, ...	179,705	187,615	253,504	270,728
II ,, ...	262,636	274,317	364,392	388,591
I ,, ...	696,571	719,682	957,856	1,046,442

It will be seen from the above table that between the years 1920–21 and 1921–22 the wastage between standards I and II was 60·6 per cent, between standards II and III 28·5 per cent, between standards III and IV 25·5 per cent, and between standards IV and V 67·7 per cent. The corresponding figures

for the wastage between the years 1925–26 and 1926–27 were 59·4, 25·7 and 65·4 per cent. These percentages show that, though there have been large increases in strength in the lower standards, pupils are not staying at school for appreciably longer periods than was the case five years ago. It is satisfactory that a much larger number of pupils are being brought under instruction, but it is clear that compulsion and other methods must be adopted if boys are to be retained at school for sufficiently long periods to enable them to become permanently literate.

Further, full advantage has not been taken of the optional provisions of the Elementary Education Act of 1920 in regard to the levy of education cess and the introduction of compulsion. So far, compulsion has been introduced only in 21 (out of 80) municipal areas and in three taluk board areas (out of 131); and 28 municipalities and 103 taluk boards have levied education cess. The experience gained in the working of the Act during the last six years shows that the Act is defective in certain respects and does not serve to carry out the main purpose of the Act. The District Educational Councils have not fulfilled all the duties imposed on them by the Act in the matter of taking initiative in developing and expanding elementary education. Accordingly, a special officer was appointed in February 1927 to examine and report on the subject. He has submitted a report and also framed a revised Bill. This Bill has been referred to the District Educational Councils and District Boards for remarks.

4. During the period under report, the Government, in accordance with their policy of encouraging the opening of new schools under private management, as far as possible, have from time to time raised the rate of teaching grants as shown below :—

——	Prior to 1921.	In 1922.	In 1925.	In 1927.
	RS.	RS.	RS.	RS.
1. Untrained teacher	48	48	60	60
2. Trained lower elementary teacher ..	76	84	84	108
3. Untrained teacher of the higher elementary grade.	48	72	84	108
4. Trained teacher of the higher elementary grade	92	96	120	144
5. Untrained secondary grade teacher ..	48	96	120	144
6. Trained secondary grade teacher ..	168	180	180	200

These grants which were sanctioned by Educational Officers prior to the passing of the Madras Elementary Education Act, 1920, are now assessed and paid by District Educational Councils.

The scales of pay of teachers in Government schools were revised in 1922 and the revised rates were also commended to local bodies for adoption. Since 1922, the Government have been contributing annually to local bodies a subsidy covering one-half of the expenditure on account of the payment of allowance of Rs. 4 per mensem for teachers in their employ, subject to the condition that the local bodies meet the other half from their own funds other than the proceeds of the education tax.

Curriculum and methods of teaching.

Early in 1922 new rules for the courses of instruction in elementary schools were framed under the Elementary Education Act of 1920. "Elementary education" shall mean the imparting of instruction in a vernacular in reading and writing, arithmetic, drawing, nature study and physical training and, in the case of girls' schools, needle-work. It may also include the following additional subjects—hygiene, first-aid, geography, history, civics, English or vernacular of the Presidency and practical instruction.

The rules further demand that in the earlier stages kindergarten methods shall be adopted, that training in music shall be provided for in schools wherever possible and that practical instruction shall ordinarily have reference to the chief occupations or industries of the locality and class of pupils.

Though under this scheme provision has been made for a number of optional subjects, the number of schools, especially rural schools which provide for instruction in subjects other than the compulsory ones, is very limited. There is, however, an increasing demand for English even in rural areas and there has been a large increase in the number of schools teaching English. In spite of departmental advice there has been little progress in the teaching of practical nature study and in the use of school gardens and much remains to be done in order to adapt the instruction given in rural elementary schools to the rural environment. Except in mission schools, moral and religious instruction is generally confined to the study of popular legends and stories.

Physical training and games are still sadly in need of development chiefly owing to the lack of space and want of organization. The Boys' Scouts Association has, however, begun to form troops in elementary schools and an appreciable number of schools have now scout troops or cub packs.

Vocational education and manual training.

Practical training classes are now attached to 24 institutions and in 1927 nearly 2,000 pupils were attending these classes. The classes include weaving, tailoring, carpentry, wood-work and agriculture. Ordinarily only pupils in standards IV to VII attend classes for practical instruction.

Adult education.

At present night schools provide education for grown-up boys and young men who have had no schooling and are desirous of making up their deficiency by getting some education after their working hours; and grants and subsidies are being paid by Government towards the maintenance of these schools. The number of such schools is showing a desirable increase as may be seen from the statement below :—

	1916–17.	1921–22.	1926–27.
Number	707	2,456	5,604
Strength	17,606	58,233	151,691

The Depressed Classes Mission, Mangalore, is adopting a scheme of adult education mainly consisting of—

(i) lectures—magic lantern and itinerant on general subjects, agriculture and industries.

(ii) establishment of libraries and reading rooms, and

(iii) practical instruction on subjects such as agriculture, education, industries, sanitation, medical health, etc.

A scheme was propounded in 1926 by Rev. J. M. Baker of the American Baptist Mission, Ongole, under which adults were to read a graduated set of books with the help of teachers in selected centres and the Government sanctioned a grant of Rs. 1,000 towards the preparation of text-books required for the purpose. Recently an examination was made of the measures introduced by the Government of the Punjab for the promotion of adult education in that province and as a result thereof the Government have opened adult education classes in the Government Training Colleges at Rajahmundry and Saidapet. They also propose to sanction subventions to certain private managements and honorary workers towards the provision of education for adults. The classes are to be run for certain hours every night and on convenient occasions during day time also. It is also proposed to purchase a magic lantern and slides and to ask the Deputy Inspectors of Schools in the Trichinopoly district in succession to give exhibitions and lectures with the help of the lantern at the teachers' association centres in their respective ranges.

Village libraries.

The present policy of Government is not to aid directly the establishment of public libraries but to subsidize local bodies towards the establishment and maintenance of libraries. For the first time in 1922 the Government sanctioned the distribution of Rs. 20,000 for this purpose. A grant of Rs. 10,000 was again paid in 1923–24 and varying grants continued to be paid for this purpose since 1925–26. Private associations possessing libraries are also aided under this scheme through local bodies. From 1925–26 grants are also being paid for village panchayats for the establishment and maintenance of village libraries. The amounts spent up to date on libraries are noted below :—

	RS.
1921–22	20,000
1923–24	15,000
1925–26	10,000
1926–27	10,000
1927–28	30,000
1928–29	50,000 (proposed).

The number of village libraries maintained by village panchayats is gradually increasing and up to date more than 400 have been established.

Agricultural schools.

In 1922, two agricultural middle schools were opened under the Educational Department—one at Taliparamba, Malabar district, and the other at Anakapalle in the Vizagapatam district. The schools were experimental in character and were started with a view to testing the possibilities of developing such schools and gaining experience in the manner of their working.

The primary purpose of these schools was to provide for the sons of cultivators a vernacular course of instruction in the principles of agriculture with special reference to the condition of the particular tract in which the school was situated. The selection was confined to boys who had reached a standard of ordinary education sufficient to enable them to profit by the course of instruction and it was intended that when they had completed their course they should return to their lands and not seek employment under Government. The ultimate object was to raise up a class of cultivators who would be better cultivators than their fathers, more alive to the possibilities of their traditional occupation and more receptive of new ideas.

The school at Taliparamba has been doing satisfactory work. This school was at first restricted to Nayars, but has now been thrown open to other castes. Thirty-four applications for admission were received in May 1926 and 19 boys were admitted, while 76 applications were received for 1927 and 38 have been admitted. The school has every chance of proving successful.

The school at Anakapalle has not proved a success. Despite propaganda work by the headmaster for securing suitable boys, the strength of the school has fallen steadily since 1924. Only four joined the school in May 1926. There is little or no demand for such education in the tract. Under these circumstances, the closing of the school is under consideration.

The figures as regards strength for the past five years are given below :—

Name of school.	Year.	Strength.	Name of school.	Year.	Strength.
Taliparamba	1922–23	20	Anakapalle	1922–23	13
	1923–24	16		1923–24	7
	1924–25	27		1924–25	29
	1925–26	14		1925–26	11
	1926–27	24		1926–27	4

The gradual growth of elementary education and the expenditure during each quinquennium since 1911–12 is exhibited in the following statement :—

—	1911-12.	1916-17.	1921-22.	1926-27.
Boys.				
Number of public elementary schools ..	24,034	28,867	33,624	46,389
Number of boys in all elementary schools ..	828,931	1,070,942	1,198,758	1,713,631
Percentage of boys to the total male population (1911—20.382,955) (1921—20,870,749)	4·0	5·2	5·7	8·2
Girls.				
Number of public elementary schools ..	1,152	1,684	2,631	3,399
Do. girls in all elementary schools ..	199,169	292,470	346,591	500,334
Percentage of girls to the total female population (1911—21,022,449) (1921—21,448,236)	·9	1·4	1·6	2·3
Teachers.				
Boys' schools.				
Total number of teachers	38,773	49,060	58,286	83,280
Number of trained teachers	12,956	16,631	22,793	39,913
Percentage	33	33	39	48

—	1911-12.	1916-17.	1921-22.	1926-27.
TEACHERS—*cont.*				
Girls' schools.				
Total number of teachers	3,796	5,421	7,497	9,623
Number of trained teachers	2,354	3,077	4,683	7,023
Percentage	62	56	62	78
Direct expenditure on elementary education—				
Boys.	RS.	RS.	RS.	RS.
From provincial funds	11,00,130	16,93,967	43,86,177	73,64,917
,, local funds	9,94,364	21,52,846	17,57,520	30,16,242
,, municipal funds	2,18,596	3,73,066	4,20,908	8,44,211
,, fees	6,99,796	7,28,972	7,82,181	7,89,478
,, other sources	7,42,386	8,82,704	13,48,077	22,14,908
Total ..	37,55,272	58,34,565	87,37,951	1,42,83,224
Girls.				
From provincial funds	2,89,231	4,74,825	11,29,757	12,22,494
,, local funds	16,558	2,17,636	2,02,851	5,69,232
,, municipal funds	37,416	49,443	66,698	3,24,009
,, fees	33,808	47,421	64,264	66,625
,, other sources	2,96,584	3,36,576	4,47,321	5,74,387
Total ..	6,73,597	11,25,901	19,10,891	27,67,841

3.—SECONDARY EDUCATION.

District Secondary Education Boards—Constitution and working.

These Boards were constituted for the first time towards the end of 1923. The constitution of these boards has been dealt with under "Education in general".

It has been the general impression that District Secondary Education Boards have not proved as useful in forwarding the development of secondary education as was anticipated. The original intention was that after the boards had been in existence for some time as *advisory* bodies, steps should be taken to place them on a statutory footing. It has not yet been found possible to make this change. In the recent orders revising the constitution, it has been laid down that the boards should continue to be advisory though certain changes have been made in the list of subjects on which their advice should be sought by the department. The view has been expressed that the boards should be called upon to advise on general questions affecting education in the district as a whole rather than on specific questions relating to particular schools. The boards have been authorized to invite persons specially qualified

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to give advice by reason of their experience or interest in educational problems, to take part in meetings whenever the question at issue calls for such action. They have also been advised to appoint sub-committees for women's education.

Evidence of attention paid to the growth of secondary education.

In September 1921, a resolution was passed in the Legislative Council in the following terms:—

"That this Council recommends to the Government the appointment of a committee of officials and non-officials to consider, in the light of the recommendations of the University of Madras, the applicability of the report of the Calcutta University Commission to South India and to make suitable recommendations to Government which will enable effect to be given to its conclusions".

In accordance with this resolution a committee consisting of 22 non-officials and 10 officials was appointed in October 1921 with Sir R. Venkataratnam Nayudu as President. The Committee was asked to discuss the resolution of the Legislative Council and to examine the other questions relating to (1) the necessity for making general changes in the curriculum and the scope of secondary and intermediate education and recommend measures to bring it into line with present-day needs, (2) the relation that intermediate education should bear to secondary and university education, and (3) the authority in whom the control and administration of secondary and intermediate education should vest and other connected matters.

The Committee's report was received towards the close of 1922. On the important question of the position of intermediate education and the constitution of a Board of Intermediate and Secondary Education to control these two branches of education as recommended by the Calcutta University Commission, the Committee considered that intermediate education should continue to be controlled by the University and that there was no need for the formation of a board such as that referred to above in this Presidency. The Committee also made suggestions for the revision of the courses of study in secondary schools, for the adoption of vernaculars as the media of instruction in high schools and other matters. Before taking action on the recommendations of the Committee it was considered desirable to await the decision of the University on the question whether the intermediate courses should form part of secondary education or should continue to be under the control of the University. In 1925, the University authorities decided that the intermediate courses should continue to form part of

university education. About this time the Government decided to appoint another committee of officials and non-officials to consider and report on the following matters :—

(1) Grading of the school course into different stages—elementary, middle and high ; the duration of each stage ;

(2) the middle school stage—consideration of the position of middle schools and higher elementary schools in rural and urban areas ; and

(3) the possibility and desirability of classifying middle and high school stages according as they prepare pupils for practical or for higher or collegiate education ; the question of specialization in the higher classes ; as regards practical life, how far the necessary training can be given in the ordinary secondary school and how far the instruction imparted in the secondary school should be preparatory to training in special institutions ; and revision of the curricula in accordance with the decision arrived at on these points.

The report of this Committee with the Director's remarks thereon was received in the middle of last year and is now under consideration.

(In 1925, several questions relating to secondary school finance came up for consideration. It was thought that an officer should be placed on special duty to consider and report on these questions.) Accordingly, in September of that year the Government placed Mr. R. M. Statham on special duty (i) to conduct a survey of secondary education in the Presidency and to prepare a programme of expansion of secondary education, (ii) to examine the present system of grants-in-aid to secondary schools and to advise whether any modification of the system was called for, and (iii) to consider whether any alteration was necessary in the present system of payment of subsidies towards the maintenance of secondary schools under the management of local bodies. Mr. Statham's report was received in 1926. As a result of the survey it was found that there were several schools in the Presidency the strength of which did not justify the comparatively large expenditure incurred on them from provincial and local funds. Mr. Statham therefore recommended that such schools might either be closed or amalgamated with other schools. His suggestions in this respect were forwarded to the Director of Public Instruction for detailed investigation in consultation with the local bodies or private agencies in charge of the schools. The Director's reports on these cases have been received and orders have been passed on them. The other recommendations of Mr. Statham related to the revision of the system of grants-in-aid to schools under private

management and of the system of subsidies to local bodies. Owing to the complicated nature of the subject the consideration of these questions has taken time. The special officer's recommendations are being examined by the Government in consultation with the Director of Public Instruction.

Statistics of pupils—Expenditure and how met.

A statement showing the growth in the number of schools and scholars and also the distribution of expenditure under the various heads is annexed.

—		1911–12.	1916–17.	1921–22.	1926–27.
Boys.					
Number of public secondary schools	..	343	345	478	528
Number of boys in secondary schools	..	98,732	134,608	148,853	160,190
Girls.					
Number of public secondary schools	..	35	39	57	64
Number of girls in secondary schools	..	5,495	8,121	12,358	15,601
Direct expenditure on secondary education—					
Boys.		RS.	RS.	RS.	RS.
From provincial funds	.. .. ..	2,00,083	3,13,121	11,23,649	15,39,183
,, local funds	.. ..	40,234	77,229	3,55,584	4,79,787
,, municipal funds	.. .. ..	4,558	24,066	70,246	1,43,801
,, fees	.. ..	17,39,536	28,11,933	35,34,907	39,16,200
,, other sources	.. ..	4,56,655	5,83,423	9,22,341	10,58,631
Total	..	24,41,066	38,05,772	60,06,727	71,37,602
Girls.					
From provincial funds	.. .. ..	47,854	1,24,699	2,82,772	3,73,215
,, local funds	.. ..	..	..	19,387	21,349
,, municipal funds	.. .. ..	..	..	2,800	9,395
,, fees	.. ..	28,097	42,657	78,733	1,41,420
,, other sources	.. ..	75,412	1,13,111	1,72,772	2,46,558
Total	..	1,51,363	2,80,467	5,56,464	7,91,937

4.—UNIVERSITY EDUCATION.

Ever since the foundation of the Madras University in 1857, it remained essentially an affiliating university whose main function was to conduct examinations and grant degrees besides controlling the courses of study, the teaching of which is done in the colleges. The resolution of the Government of India on general educational policy issued in 1913 and the special imperial grants that were made available for expanding the activities of universities rendered it possible for the Madras

University to make a beginning in developing its teaching functions. Three university chairs—one for Indian History and Archæology, a second for Comparative Philology and a third for Indian Economics—were founded.

A change in the educational aims and ideals as pointed out by the Calcutta University Commission emphasized the desirability of organizing teaching and residential universities in Madras wherever possible. With the object, therefore, of establishing a teaching and residential university in Madras and to organize and develop the teaching resources existing in the city, to promote co-operation and reciprocity among the colleges in Madras and to develop inter-collegiate activities and amenities, a Bill for remodelling the University of Madras was introduced and passed by the Legislative Council into law. The Act came into force on the 19th May 1923.

The main features of the Act are—

(i) The creation of new authorities, such as the Academic Council and the Council of Affiliated Colleges, the former to deal with all matters of academic interest and the latter to safeguard the interests of mufassal colleges;

(ii) augmentation of the Senate and Syndicate;

(iii) provision for the adequate representation of all interests and various authorities;

(iv) appointment of a whole-time paid Vice-Chancellor.

The first two years after the passing of the new Act were mostly spent in constituting new university authorities and in discussions by them of the lines of development. During the last two or three years a number of schemes for the development of the teaching side of the University has been pressed on the attention of the Government and as a result of Government aid, departments of economics, mathematics, philosophy and oriental research have been instituted by the University.

A special grant aggregating to Rs. 89,000 was given to the University for the purchase of books and periodicals to make up the deficiencies in the library. The Local Students' Advisory Committee was replaced by a University Bureau and the Syndicate has undertaken the management of the Bureau, the Government paying an annual grant of Rs. 4,000 for the purpose.

The Government have undertaken to subsidize the University to the extent of Rs. 1,80,000 for the construction of research laboratories in zoology and bio-chemistry and the University has agreed to provide a laboratory in botany out of its own funds.

The experience gained in the working of the new Act has shown the necessity for amending it in certain directions. The Government therefore, in consultation with the University, prepared an amending Bill which has been recently referred to a Select Committee whose report is awaited.

Andhra University.

The need for a separate University for the Andhra districts was pressed on the attention of the Government from time to time. A committee to investigate the question was appointed in 1921 and its report was received in the following year. An informal conference of representatives of the Telugu districts was held at Vizagapatam on the 22nd November 1922 to discuss the points arising out of the committee's report. It was resolved at the conference that a university be established for the Telugu districts, that the training for the pass degree in arts and science and teaching be given by affiliated colleges and that the training for honours and post-graduate course and research work in these faculties be imparted by constituent colleges established and maintained by the university. The preparation of a Bill was then taken in hand and in February 1925 the Cabinet generally accepted the principle of the Bill.

2. The case for a new university was taken to rest on the following grounds:—

(i) It had long been recognized that the Madras University should not continue to serve indefinitely the needs of the whole of South India. The colleges affiliated to the Madras University had in 1924–25, 15,000 students and the interests of higher education suffered by one body having been entrusted with the work of examining and supervising the education of such a large number of students.

(ii) The Andhra districts having a single language and forming a convenient linguistic area were considered to have the distinctive culture required for a separate university.

(iii) A separate university was expected to give the necessary stimulus for honours and post-graduate work which had not been organized in the Andhra University area.

3. The Bill was passed by the Legislative Council and the Act came into force on the 26th April 1926. The administration of the University is shared by three bodies, namely, the Senate, the Syndicate and the Academic Council. It was felt unnecessary to have a council of affiliated colleges.

4. The headquarters of the University are situated at Bezwada which is not, however, one of the centres where

post-graduate and honours work might, according to the Act, be organized. The headquarters being at a place which is not one of the centres recognized by the Act, has given rise to a volume of criticism and a very large number of amending bills (fourteen in number) have been or are about to be introduced in the Legislative Council. A Select Committee appointed to consider the first batch of bills has recommended Anantapur as the headquarters. The Government have not yet decided to which place the headquarters should be shifted.

Tamil University.

At the meeting of the Legislative Council held on the 22nd March 1926, the need for a separate university for the Tamil districts was suggested by non-official members during the voting of the demands under "31. Education". The Government appointed a committee to investigate the question. Its report is awaited.

5.—SPECIAL EDUCATION.

(1) *Engineering institutions.*

For a long time the only institution in which instruction in engineering was being imparted was the Engineering College, Guindy. The college was training mechanical and civil engineers and students of the upper and lower subordinate grade.

With a view to providing additional facilities for subordinate engineering education the Government sanctioned the opening, as a temporary measure, of an Engineering School at Vizagapatam in 1918 and another at Trichinopoly in 1920. In 1924 it was directed that the probationary and lower subordinate classes in the college should be abolished and that the students should be told off to the engineering school.

Last year it was reported that the development of the Engineering School, Trichinopoly, was hampered for want of adequate buildings and workshop facilities and that the students would have more efficient instruction in the college. The Government accordingly directed the closure of the Trichinopoly school with effect from the school-year 1928–29, and the revival of the probationary and lower subordinate classes in the college. As the future of the Vizagapatam schools is bound up with developments of university policy in the Andhra University area, that school is being continued on a temporary basis.

(2) *Commercial education.*

For a very long time the only commercial school maintained by the Government was the one at Calicut. This institution prepares candidates for the Government technical examinations in the various commercial subjects.

2. With a view to meeting the demand for qualified auditors brought about by the passing of the Indian Companies Act, 1913, the Government sanctioned the opening of an institute of commerce in 1918. This institute prepares students for the G.D.A. examination, Bombay, and also coaches pupils for the Government Technical examinations. The institute is at present located in the Law College buildings. A scheme estimated to cost Rs. 2·17 lakhs for putting up a permanent building for the institute has been approved and a provision of Rs. 1·16 lakhs made in the budget for 1928–29.

3. To meet the needs of the northern districts in the matter of commercial education, a school on the model of the Calicut school was opened at Vizagapatam in 1925. The school is at present in a temporary building.

4. The following figures show the strength of the institutions for the last three years:—

	1924–25.	1925–26.	1926–27.
Calicut school	141	134	214
Vizagapatam school ...	...	...	106
Institute of Commerce—			
Audit class	72	81	56
Technical classes ...	145	113	80

5. Besides the Government institutions mentioned above, the department is also aiding a few commercial institutes maintained by private agencies. Their number is three at present. On 31st March 1927 there were also 46 unaided commercial schools.

(3) *Oriental colleges and schools.*

Sanskrit schools and colleges which impart secular instruction are recognized and aided by the department. The question of the position of these institutions in the educational system of the Presidency and the extent to which they deserve encouragement from the State came up for consideration in the year 1926. The Director was requested finally to examine and report whether Government aid might not be restricted to institutions in large centres where higher Sanskrit study might be encouraged and the training of pandits for secondary schools might be undertaken. The Director has appointed a committee

to examine these questions. The report of the committee and the Director's recommendations thereon are awaited.

There is also an Arabic college at Kurnool which is recognized and aided by the State.

(4) *Art and Industrial education.*

This is controlled by the Industries Department and is dealt with under that department in the memorandum on the "Administration of Departments".

6.—EDUCATION OF SPECIAL CLASSES.

(1) *Education of girls.*

Since 1920–21 the total number of girls reading in all classes of institutions has largely increased from 370,966 to 534,640. This progress has not been as satisfactory and as rapid as could be desired, some of the obstacles in the way of progress being prejudice and the absence of trained women-teachers. Steps are being taken to remove these impediments. The number of girls reading in arts colleges rose from 267 to 488 and there was also a corresponding increase in the number of girls reading in colleges intended for men from 35 in 1921 to 72 in 1927. The number of girls reading in all classes of secondary schools increased from 10,831 (inclusive of 1,957 in boys' schools) to 15,601. There was an improvement in the number of girls studying in public elementary schools from 339,456 to 500,334. That the objection to the co-education of girls and boys in the same schools is gradually disappearing is evidenced by the fact that the number of girls reading in boys' elementary schools rose from 182,700 in 1921 to 282,317 in 1927 and that of girls studying in all grades of schools from 197,517 in 1922 to 298,632 in 1927.

(2) *Education of Europeans and Anglo-Indians.*

The following statement shows the number and strength of European schools in the years 1920–21 and 1926–27:—

	Number of schools.	Strength.
1920–21	91	9,387
1926–27	87	10,390

In January 1925 a conference was held to consider questions connected with the education of European and Anglo-Indian children in this Presidency. At this conference the following resolution was passed: "Resolved that, in view of the present needs of the Anglo-Indian community, it is imperative that the

whole position of European education in the province should be surveyed with a view to ascertaining (1) the educational needs of each area; and (2) the type of education which should be encouraged in that area." As a consequence of this resolution Government instructed the Inspector of European Schools to carry out a survey and submit a report. The report was submitted to Government in May 1925 and was discussed at a small conference summoned by Government in December 1925. The results of these investigations would appear to indicate that no radical change is needed in the system of European education, but that there is wide scope for improvement in the standards attained by the existing schools. It has also been made clear that the present aim of European education should be the provision of a sound general education for Anglo-Indian children so as to enable them to face successfully the increasing competition for entry into various callings. The adaptation of education in different areas to the particular occupations available in those areas is not a policy which will either improve standards or forward the interests of the Anglo-Indian community. The absence of competition in the past and the recruitment of relatively unqualified Anglo-Indians to posts which were virtually a monopoly for them have resulted in the continuance of low standards and in an inability to face competition even when the breaking up of monopolies has caused a severe economic depression. Fortunately the Anglo-Indian community is now becoming alive to the necessity of using the weapon of better educational qualifications in the fight for existence.

The survey of European education has also shown that the efficiency of European schools has been impaired and their cost enhanced by lack of concentration and amalgamation.

The policy of concentration by amalgamation, constantly advocated by Government, has not met with much success and schools which are unnecessary and expensive from the purely educational point of view still continue to exist. Religious interests, vested interests and social differences are the main obstacles in the way of amalgamation and they present real difficulties. But there are signs that the various classes of management are alive to the necessity for the creation of larger and more efficient schools to serve areas which have hitherto been served by several sectarian schools. A notable advance was made in January 1926 when the Collegiate High School, Madras, was amalgamated with the Doveton Girls' High School.

One of the results of the existence of small and uneconomic European schools has been the willingness of such schools to admit a larger number of non-European pupils and so improve

their financial position. With this end in view and in order to increase the facilities for education for the children of Indians who, owing to language or other difficulties, prefer to educate their children in European schools, the Government in May 1923 approved of the Director's proposals to increase the permissible proportion of Indian pupils in European schools from 15 per cent to one-third. Full advantage would appear to have been taken of this order since the number of non-European pupils now reading in European secondary and primary schools is 1,197.

An interesting experiment was made in 1925 by recognizing under the Code of Regulations for European Schools, the Advent Mission Industrial School, Velacheri. The intention was to make the school eligible for boarding grants for Anglo-Indian orphans and poor boys who might be sent there for industrial training. The experiment has not, however, met with success, though the school continues to be recognized and the opportunity still exists.

The whole position in regard to boarding grants for European orphans has been reviewed recently and it has been decided that such grants should not be given to children whose guardians are resident outside the limits of the Madras Presidency and that grants given for children living in places where schools are not available should be conditional on the parents being required to contribute a portion of the school and boarding fees.

In April 1926, a new Code of Regulations for European schools was published. The main object of the revision of the Code was to bring the Code as far as possible into line with the Madras Educational Rules and the Grant-in-Aid Code. Several articles in the old Code had become inoperative and, as compared with the Madras Educational Rules, there were serious omissions in the rules relating to grants, fees, registers and other matters. Regulations governing the award of European School-leaving Certificates have been incorporated in the new Code and the articles dealing with such questions as recognition, scholarships, boarding grants and training certificates have been extensively revised. In January 1926 the introduction of a European School-leaving Certificate scheme on the lines of the Secondary School-leaving Certificate scheme for Indian schools was sanctioned by Government.

Staff and training.—On the 31st March 1927, out of 735 teachers 511 were trained, 79 were certificated and 145 were uncertificated. Of the latter, 67 held no professional or general education certificates. These figures show a slight improvement

over the figures for 1921–22, in which year, out of 711 teachers, 499 were trained and 76 held no professional or general education certificates. There appears to be a reluctance on the part of the young men and young women, leaving European institutions, to enter the teaching profession and the few who qualify obtain better prospects outside this Presidency. Only 80 graduates are employed altogether, and of these 49 only are trained and 12 certificated. It is not therefore surprising that the standard in European schools is low.

A new training school for women was opened in April 1923 in connexion with the Lawrence Memorial Royal Military School, Lovedale. Its capacity is at present limited to six candidates a year of the high grade.

The Church Park Training School, Madras, has continued to make provision for twenty candidates a year and its new building was opened in July 1925.

Examinations.—The results of the European schools examinations have shown considerable improvement, the percentage of passes for the last three years being as follows:—

	1924-25.	1925-26.	1926-27.
	PER CENT.	PER CENT.	PER CENT.
High	61	64	64
Middle	49	57	58

(3) *Education of Muhammadans.*

The number of special institutions chiefly intended for Muhammadans and their strength increased from 1,991 and 114,014 in 1921 to 4,036 and 221,408 in 1927. The total number of pupils reading in all classes of schools showed also an advance during the period from 158,714 to 242,680, the increase in the number of students taking to collegiate education showing a distinct improvement from 138 to 351 (including 4 women). In pursuance of the policy of duplicating classes with a view to imparting instruction to Muhammadan pupils through the medium of Urdu, Urdu sections were opened in Forms I to III of the Municipal High School, Adoni. Urdu munshis have also been appointed in the board schools at Krishnagiri and Porto Novo and in the Municipal High School, Ootacamund. In all cases, the cost was met by provincial funds.

The education of Mappillas.—Very marked progress has taken place in the development of education among the Mappillas.

In July 1922, Government appointed a committee to investigate the question of the abolition of separate elementary schools for Mappillas. The more important recommendations of this committee were as follows:—

(1) Separate Mappilla elementary schools should not be abolished;

(2) elementary education for Mappillas should be made compulsory, especially in the taluks affected by the Mappilla rebellion;

(3) the abolition of the separate inspecting agency for Mappilla schools on the introduction of compulsion;

(4) the abolition of separate training schools for Mappillas at Malappuram;

(5) the appointment of properly qualified Arabic teachers to give religious instruction to Mappillas in Government training schools;

(6) the appointment of a committee to compile text-books in Malayalam from selected portions of the Koran and other Kittabs; and

(7) the institution of additional scholarships for the higher education of Mappillas.

While reviewing the committee's report in March 1923, Government accepted the recommendations not to abolish separate Mappilla elementary schools, to introduce compulsion in certain areas and to arrange for the compilation of Malayalam text-books from selected portions of the Koran and Kittabs. In February 1924, Government appointed a text-book committee of five gentlemen. Readers for standards I to V have been published and text-books for standards VI, VII and VIII are under preparation. The Malappuram Training School has been raised to the higher elementary grade and religious instruction is being given to the Mappillas under training in this school. At the close of the quinquennium Government sanctioned the institution of thirty special scholarships for Mappilla boys reading in standards VI to VIII.

In 1925, a special assistant to the District Educational Officer, Malabar, was appointed mainly to forward the interests of Mappilla education and, though it is early as yet to estimate the full advantage obtained by the appointment, it is clear that the special officer's work can be so directed as to be of great assistance in furthering the development of Mappilla education.

The inspecting staff has also been strengthened by the conversion of the two posts of Supervisors into Junior Deputy Inspectors' posts.

One of the Mappilla middle schools mentioned on the last quinquennial report has since become a high school and the strength of the two secondary schools is 208. There are also 677 boys attending non-Mappilla secondary schools.

The number of public elementary schools intended for Mappillas rose from 557 in 1921–22 to 1,239 in 1926–27 and their strength from 39,096 to 86,315.

(4) *Education of depressed classes.*

In 1919, prior to the introduction of Reforms, a special officer under the designation of Commissioner of Labour was appointed to look after the interests of the depressed classes in all matters including education. This department is expanding and there are now 17 District Labour Officers with executive subordinates under them. With this special staff as many as 994 schools have been started for the education of the depressed classes till the end of 1926–27. Besides these schools, local bodies and missionary societies are also maintaining special schools for these classes. The total number of public institutions chiefly intended for these classes increased from 7,007 in 1920–21 to 10,470 in 1926–27, and their strength from 193,260 to 295,612. The total number of pupils in all classes of schools rose from 140,649 in 1921 to 228,511 in 1926–27 and the number reading in secondary schools alone rose from 1,217 to 2,647 during the quinquennium ending 1926–27.

As an encouragement to the boys and to enable even the poorest parents to send their children to school, a scheme for the grant of scholarship by the Labour Department was sanctioned by Government in 1923–24; and 550 scholarships tenable from classes IV to VI and 220 fee remissions tenable in forms I to VI are now being granted. Further, ten scholarships are granted every year to pupils learning commercial subjects such as typewriting, shorthand, book-keeping, commercial correspondence, etc. In addition, 110 scholarships were instituted in 1924–25 for pupils who do not attend general educational courses, but have an aptitude for industrial subjects. They are granted to pupils learning fitting and driving, carpentry, blacksmithy and weaving, and two of them have been set apart for girls learning lace-making. Two hostels have been opened, one at Madras and the other at Masulipatam, and their cost is met by Government. Pupils who are in very poor circumstances

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but are desirous of having higher education are selected from outside the stations where the hostels are located and are given free boarding and lodging. They generally get a scholarship in addition, to enable them to pay their school fees and purchase school requisites.

A general rule has been laid down that the officers of the Educational Department should be consulted before a school is taken under the control of the Labour Department. As far as possible separate schools are not started by the department in localities where other educational facilities exist. In a few cases separate schools have to be opened in places where taluk board or other schools already exist, on account of the caste prejudice manifested by the teachers or the public.

The Government have recognized the desirability of allowing depressed classes to be admitted into schools intended for caste pupils. Accordingly in 1919, after a review of the then existing state of circumstances, the Government impressed on local bodies the obligation which rested upon them to consider seriously and to remove gradually and persistently the difficulties and disabilities to which the pupils of these classes were being subject. The Government also prescribed the submission of an annual report by each local body to indicate what steps it had taken to remove the disabilities. The following instructions were also issued for the guidance of the local bodies and the educational officers :—

(1) Where a school under public management is situated in an agraharam, chavadi or temple or other area from which panchama children are excluded, steps should be taken to transfer the school to some locality to which all classes of the population have access.

(2) In cases where the private owner of a rented school building objects to panchama children being admitted into it, steps should be taken to secure for the school some other building in respect of which this objection could not be raised.

(3) No school building should hereafter be constructed out of public funds unless it is certified that it is in a locality accessible to all classes including Panchama.

As a result of the pressure brought to bear by the Government, the total number of depressed classes pupils admitted into schools not specially intended for them rose from 4,630 in 1920–21 to 16,486 in 1926–27.

Besides the schools for depressed classes, the Government have undertaken the education of Kallars as a means of reclaiming them from their criminal habits. There were 414 such